



Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

#### **UNIVERSITY QUARTER CREDIT INFORMATION:**

##### **• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL**

Teachers may opt to register for 1 (one) Antioch University, Seattle, 400 or 500 level quarter credit, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

##### **• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Antioch University Seattle requires 75% or better for credit at the 400 level (upper division) and 85% or better to issue credit at the 500 level (Post-baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor

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|--|-----|
| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments    | 40% |
| 3. Completion of Integration Paper assignment        | 30% |

##### **• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent on Transcripts)**

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

#### **COURSE MATERIALS & REQUIREMENTS:**

1. Read the book, and complete the written responses you have selected, as you go. This book is estimated to take 5 clock hours to read.
2. For the remaining 5 clock hours, complete the written responses to each of the 7 Chapters and the 3 Appendices of the book, as directed in the "Assignments" section that follows.

#### **REQUIRED TEXTBOOK:**

*Mapping the Big Picture, Integrating Curriculum & Assessment K-12*, by Heidi Hayes Jacobs, copyright by ASCD book, 1997, 8 1/2" x 11", 108 pages, ISBN 0-87120-286-7, Stock Number: 197135S25, Member Price \$13.95, Non-Member Price \$16.95. Also available at Amazon.com

#### **ORDER INFORMATION:**

To order a copy, call ASCD at 1-800-933-2723 (in Virginia 1-703-578-9600) and press 2 for the Service Center. Or buy the book from ASCD's online store at: <http://shop.ascd.org/>

#### **BIBLIOGRAPHY AVAILABLE ONLINE:**

For additional reading you may consider accessing an annotated Master Bibliography relative to this course that enhances any teacher's toolbox. The Bibliography can be downloaded as a PDF from the same course description page as the syllabus on [www.hol.edu](http://www.hol.edu).

#### **GETTING STARTED:**

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key that you need to access your online course, along with instructions on how to log into the online system.
- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.
- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.

- The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

**NOTES TO ALL PARTICIPANTS:**

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.
- All responses will be posted online. Large documents or files may be attached as part of your response by using the “Share A File” option.

**ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

**A. INFORMATION ACQUISITION**

**ASSIGNMENT #1:**

- Briefly introduce yourself and explain your interest in the topic.
- Answer this question from **Chapter 1 “The Need for Calendar-Based Curriculum Mapping”** What were reasons Heidi Hayes Jacob gave to establish the need for calendar-based mapping?

**ASSIGNMENT #2:**

From **Chapter 2 “Procedures for Curriculum Mapping”** Describe each of the 7 Phases that constitute Curriculum Mapping.

**ASSIGNMENT #3:**

From **Chapter 2** Were there any surprises you found in the 7 step description of Curriculum Mapping, compared with your prior knowledge of what mapping constitutes. What reservations have you and/or colleagues had when mapping was introduced?

**ASSIGNMENT #4:**

From **Chapter 3 “Reviewing, Analyzing, and Developing Curriculum Maps”** Describe the six tasks you can accomplish with your curriculum map.

**ASSIGNMENT #5:**

From **Chapter 4 “Refining the Map Through Essential Questions”** List the descriptions in this chapter explaining what is meant by “Essential Questions.”

**ASSIGNMENT #6:**

From **Chapter 4** What are criteria for writing “Essential Questions”?

**ASSIGNMENT #7:**

From **Chapter 5 “Using Mapping to Generate Developmental Assessment”** What are important differences teachers need to consider in developing appropriate assessments for students, especially when the same genres are assigned by many teachers across many grade levels?

**ASSIGNMENT #8:**

From **Chapter 6 “A Case for Eliminating Curriculum Committees”** What are some of the problems with developing curriculum through curriculum committees? What does Heidi Hayes Jacob suggest be done to replace the traditional curriculum committee?

**ASSIGNMENT #9:**

From **Chapter 7 “Practitioners Talk About Making Maps”** Read the case histories and list three key points that were made in these case studies.

**ASSIGNMENT #10:**

From **Chapter 7** What did you think were the most important recommendations for introducing curriculum mapping made by the educators cited in this chapter? Did any of these recommendations speak to any of your experiences with curricular mapping?

**ASSIGNMENT #11:**

From **Appendix I “Questions and Answers About Curriculum Mapping”** Select three of the key questions cited in this appendix and explain the answers given.

**ASSIGNMENT #12:**

From **Appendix II “Sample Essential Questions”** After reading sample essential questions, create a bank of 4 or 5 essential questions for your own grade level and/or subject.

**ASSIGNMENT #13:**

From **Appendix III “Sample Curriculum Maps”** Select one set of maps, tell why you selected that exemplary map. Comment on what was interesting; was it impressive or not, did you think this example was helpful in giving you insights? Would you have wanted to see more in that example? Is it useful to see curricular map examples before trying to create a useful map yourself?

**ASSIGNMENT #14:**

How has this book reinforced or changed your understanding of what is Curricular Mapping? How do you feel about the idea of creating a “map of the big picture”?

*This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.*

*Continue to the next section for additional assignments required for University Quarter Credit*

**ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

**B. LEARNING APPLICATION**

Courses taken for the credit option require additional creative work be done beyond that completed for the Clock hour/PDU/CEU level. The extra work should show additional related reading or some learning application project beyond the reading and writing required for the clock hour option.

Work for the credit level must meet professional standards of quality. The assignment(s) chosen are expected to have substance and length appropriate to an additional investment of 10-20 hours of work.

**Assignment # 15:**

**For 400 Level – Complete Part A only**

**For 500 Level – Complete part A and Part B**

**Part A: (400 and 500 Level)**

**Choose *one* (1) of the following assignments and post responses.**

(1) Create at least one lesson plan that you could use based on an idea you learned from the book used for this course. Describe the idea or essential question(s) you are employing, the grade level and subject for which the lesson is intended, specifics for introducing the lesson, steps of the content, student work requested, and expectation for gauging effectiveness.

**OR**

(2) Reflect on the results of use of a strategy from this book, either one you have tried or hope to try. Start by describing the strategy you employed (or hope to employ) and analyze the outcomes (real or possible) with specifics.

**OR**

(3) Analyze what reservations you think a teacher, administrator, parent and/or student might have about using a strategy or issue advocated in this book. Describe why you think there is a reservation(s). Create a response which acknowledges the reservation and presents information you have found in this book or in additional reading you have done on this subject. (If you also have reservations, describe both sides of the issue.)

**Part B: (500 Level ONLY)**

**Choose *one* (1) of the following assignments and post responses.** (This is IN ADDITION TO the 400 level assignments above)

(1) Create a presentation that could be given for a group of colleagues, based on your reading. It can be in the form of a Power Point, or a "lesson plan." The presentation should include a copy of any handout(s) you will use. (If you ask for feedback, follow the "Peer Response as Part of Assignment Response" directions in Choice #3.)

**OR**

(2) Compare and contrast the material in this book with information you find in another book or online research of articles. For online research, quote any important URL, write a summary of information you found, and then compare/contrast with information in the book for this course.

**OR**

(3) Do first hand interviews, including peer responses, of teachers/administrators in the district or parent(s), student(s), or some other appropriate individual(s), and determine things like policy issues, personal points of view, other important sources of information, and what does or doesn't work currently in the area involved. Each interview event or individual response is rated as equivalent to three-four hours of your work. How to do **peer or interview response(s)**: -- use the following format:

- a) Describe your interview questionnaire or topic you are presenting for peer review, and then
- b) Post peer or interview response(s) to that assignment in the same response box. Use the following format.

PEER RESPONSE or INTERVIEW RESPONSE

Respondent(s) Name:

Relationship to you:

Date of response:

Comments of respondent (or summary of group response):

**OR**

(4) Create an annotated bibliography of five or more books or articles related to the subject of your course. The annotation should include Title, Author, Publisher (or URL), length of the book or article and your review of information contained. Add your opinion of the value or your criticism of the contents of each book or article, and rate the importance of the material in contrast to the subject of your course.

**ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QTR CREDIT (cont'd)**

**C. INTEGRATION PAPER**

**Assignment #16: Integration Paper  
(Required for 400 and 500 Level Credit)**

Complete the requirements for university quarter credit by submitting a final Integration paper (2-3 pages). A heading is required; please use the following format.

Your Name:

Date:

Course Name:

Course Number:

# of Credits:

Level: (400 or 500)

Advisor Name:

Respond to each of the 5 questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

**INSTRUCTOR COMMENTS ON YOUR WORK:**

**Be sure to mark the “All Assignments Completed” section in the online course environment as this will notify the instructor that you have completed the course.**

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

**QUALIFICATIONS FOR TEACHING THIS COURSE:**

**Mary Ann Johnson, M.Ed Adm.** has worked with students of all levels, from alternative high school to gifted classes. She has also been a junior high vice principal and is now working with teachers for continuing education in classes, distance learning and building leadership groups.